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ROLE OF PARENTING STYLE ON THE
BEHAVIOUR OF AN INDIVIDUAL

APOORVA SHARMA
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Role of Parenting Style on the Behaviour of an Individual

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It gives me great opportunity to present the forth volume of IJIP, the measure of progress. The concept of a Journal of Indian Psychology has been developing for over few years and finally another issue has come to fruition. From this edition we will have ISSN for online 2348-5396 and print 2349-3429, ZDB-No.: 2775190-9, IDN: 1052425984, CODEN: IJIPD3, OCLC: 882110133, WorldCat Accession: (DE-600) ZDB2775190-9, ResearchID: P-8455-2015 in our publication. RedShine Publication, Inc is grateful to the contributors for making this Journal a reality.

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The journal gives preference to psychological oriented studies over experimental and mind studies.

The Journal would publish peer-reviewed original research papers, case reports, systematic reviews and meta-analysis. Editorial, Guest Editorial, Viewpoint and letter to the editor are solicited by the editorial board. Large numbers of research papers were received from all over the globe for publication and we thank each one of the authors personally for soliciting the journal. We also extend our heartfelt thanks to the reviewers and members of the editorial board who so carefully perused the papers and carried out justified evaluation. Based on their evaluation, we could accept some research papers for this issue across the disciplines. We are certain that these papers will provide qualitative information and thoughtful ideas to our accomplished readers. We thank all the readers profusely who conveyed their appreciation on the quality and content of the journal and expressed their best wishes for future issues. We convey our deep gratitude to the Editorial Board, Advisory Board and all office bearers who have made possible the publication of this journal in the planned time frame.

We humbly invite all the authors and their professional colleagues to submit their research papers for consideration for publication in our upcoming issues as per the “Scope and Guidelines to Authors” given at the website. Any comments and observations for the improvement of the journal are most welcome.

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ABSTRACT

Parenting style is one of the variables that have been studied extensively in human development. It is considered an important determinant of several aspects of children's outcome. The notions have been related to children and adolescent academic achievement, optimism, confidence, motivation, externalizing problem behavior and attention problems. Parenting style depends on the behavior and attitude of parents. Parenting style is a psychological construct which represented standard strategies parents use in raising their children. The term is a complex activity that includes many specific behaviors that work individually and collectively to influence the child. Centered on parenting styles and child outcomes. child's values are mostly determined by the things they are taught by their parents. As parents, couples have many responsibilities toward their child; the most important responsibility is teaching them good values and judgment. A parent should behave as though they would want their child to behave, give them justifiable discipline, and, at the same time, let the child be their own person. A parent must show the child the virtues of good.

Keywords: *Parenting Style, Human Development, Optimism, Children, Motivation, Attention*

CHAPTER 1: INTRODUCTION

Parenting As A Concept

Parenting as the style of child upbringing refers to a privilege or responsibility of mother and father, together or independently to prepare the child for society and culture which provides ample opportunity to a child to find roots, continuity and a sense of belonging and also serves as an effective agent of socialization. Though, parenting, as perception of the parents as their own attitude towards the child, happens to be of great significance in the dynamics of behavior for socio-psychological researches, but how child perceives his/her parenting always remains a neglected phase of researches and should be deemed most important as he is the one whose process of socialization stands for furtherance. Individual experiences not only help in making the sense of self identity and self ideal but may also lead him to perceive, think and act in a self direct manner. So, it appears that child's perception of parental attitude towards himself should be of great concern in the dynamics of behavior and may open new avenues of research for deeper probe in the domain of parent-child relationship.

The two distinctive roles of parents include both mothering and fathering. A child bestows on both mother and father together or independently, the responsibility of upbringing him/her. These perceptions may be referred to apparently direct and immediate knowledge associated to their conscious or unconscious experiences by which they initiate and control behavior enormously. It is important to note that the most of the children have a definite clear cut concept of 'father' which differs markedly from 'mother'. Therefore it appears to be of utmost importance to study perception regarding their fathering and mothering separately as well as parenting as a whole on different dichotomous modes of parenting.

Fathering

The role of a father or the style of individual upbringing stands as a bridge by which the child comes into the contact of outside world encourages curiosity and a will to face the challenges of the world and appears as a symbol of assertive, independent, emotional and psychological support in the realization of truth. To love children is a predominantly a feature of fathering in non-deviant families and to acceptance, satisfaction and differentiating experiences in the children that can also be deemed as conditional one because it is acquired or earned by the child's performance or duty, obedience and fulfillment of father's expectations. Whereas, inadequate fathering is usually understood by maladjustment, truancy, guilt, self-devaluation, dependency and chemical dependence.

Mothering

The role of mother or the style of upbringing is largely associated with congenial development of personality because child first comes in contact with mother and always depends on her to satisfy

his basic needs. The role of mother shows better control over children and stands for friendship with less punishment and dominance, symbol of emotional support, interpersonal sensitivity and helps and plays an important in making a person more productive and imaginative. Whereas, patterns of inadequate maternal behavior seem to be responsible for the problems of children's behavior and chemical dependence and tends to inhibit the exploration of child's personality in the environment.

There is a dichotomy in each parenting model that can be studied as a role of mothering and fathering separately as well as parenting as a whole except the marital conflict Vs. marital adjustment which can only be associated with the study of adequate or inadequate parenting as a whole.

A child develops shocks when he does not find response of his parents. The infantile honesty and truthfulness meets an adverse atmosphere and therefore the psychological growth of the child is affected. It is quite natural that a child meets proper nourishment of his genuine feelings. Denial of love and affection freezes the general current of infantile simplicity. Various aberrations in the behavior of child are the product of this denial of natural love.

Rejection of parents manifests in interpersonal relationships in direct ways, when the child has to face excessive criticism, invidious comparison, harsh and inconsistent punishment by both or either of the parents in his upbringing. Rejection of parents may also evince itself in physical neglect, denial of love and affection, lack of interest in his activities and failure to spend time with him.

On the other hand parental acceptance implies an attitude of love for the child. The accepting parent puts the child in a position of importance in the home and develops a relationship of emotional warmth. Parental acceptance encourages the child and makes itself apparent in receptive or positive attitude towards the child's idea and judgment, worthiness and capability, love and affection and admiration along with adequate attention towards him.

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Parenting on carelessness dimensions manifests itself, when both or either parents do not pay adequate heed towards child's activities thus giving an impression of unwantedness by careless

and unthoughtful negligible behavior towards him even in presence of his proper and worthy behavior in day to day matters.

On the other hand the sense of protection in the child makes him better and more confident. It is true that over-protection is a disease and obstructs the independent growth of the child. But the protection gives him strength and psychological support. So the sense of protection should not be confused with terms of over-protection which consists in excessive contact of parents with the child, such as fondling of him or sleeping with him, prolongation of infantile care such as nursing, bathing and dressing when the child can do it itself, prevention of growth of self-reliance by supervising the child's activities or defending him or solving his problems. It also shows over anxiousness towards the child's health and shields him from vigorous participation from competitive activities. Thus, over protection signifies giving more care to the child than what is necessary and can only be deemed as the hyper state of protection.

In spite of the agreement on the effects of parenting practices on child's development, many questions about the construct parenting style remain unanswered. Particular pressing issues were the variability in the effects of parenting style as a function of a child's cultural background and the processes through which parenting style influences a child's development, and operationalization of parenting. The specific parenting practices coupled with that of global parental characteristics. Many authors proposed that parenting style was best conceptualized as a context that moderates the influence of specific parenting practices on the child. It was argued that only by maintaining the distinction between parenting style and parenting practice can researchers address questions and concerns on socialization. A strong relationship between parental involvement and children's school achievements has been reported in the literature. Research has shown that the relationship between parenting style and academic achievement found that psychosocial maturity (expansion of social knowledge and wellbeing) mediated this relationship. In other words, authoritative parenting impacts psychosocial maturity, which in turn, influences how students perform in school. Conversely, psychosocial maturity was measured by self-reliance (control over life), work orientation (students work skills & work goals), and self identity (self esteem & life goals). Each of these variables, both separately and collectively correlated with higher grades. Parental involvement has emerged as one of today's most important topics in educational circles. Today, researchers have shown the impact of parental involvement and its effects on specific aspects of parenting.

The two distinctive roles of parents include both fathering and mothering. The proper blending of masculine supervision and feminine tenderness seems to be of utmost importance in the upbringing of the child for the normal growth, Bin adequate patterns of the parenting may lead to despair and self –devaluation of the personality of the individuals.

A healthy father-child relationship leads to the feeling of being loved and accepted with a high degree of self confidence and non dependencies. Father accepts and encourages their children in non deviant families and absence of fathering may promote delinquency among boys who live with mothers absence of mothering due to death was found to be a dormant factor in the promotion of delinquency, while they are living with their father. A few researches also study the role of mother and reports that warmth and affection of mothering is positively related to calm, happy and co-operative behavior of children. Mothers love and attention makes a boy feel warm and cozy and shows better control over their children as comparative to father's.

However, a conventional and traditional behavior of mothers promotes problems like drug addiction. Parental demand of imaginary perfection from their children leads them to continual frustrations, guilt and self-devaluations. Emotional competencies were found to be greater in those who perceive fathering as imbued with realism than that of utopian expectations. Faulty tensions promote delinquent behavior. Long term family tensions may reduce the cohesiveness and affect the parent's ability to provide an atmosphere conducive to satisfactory child rearing and solving the problems of the family. Tension in homes of delinquent's manifests through quarrels and marital stability may foster love, democracy and independence among children.

Faulty parenting in terms of faulty role expectations leads to fear, anxiety, shyness and submission and affects achievements in sports. A child who fails to meet the unrealistic expectations of a parent desperate to be loved may become the target of abuse. The role of both mother and father was found to be associated with realistic role expectation as against faulty role expectation.

Parenting is the process of promoting and supporting the physical, emotional, social, financial, and intellectual development of a child from infancy to adulthood. Parenting refers to the aspects of raising a child aside from the biological relationship.

The most common caretaker in parenting is the biological parent(s) of the child in question, although others may be an older sibling, a grandparent, a legal guardian, aunt, uncle or other family member, or a family friend. Governments and society may have a role in child-rearing as well. In many cases, orphaned or abandoned children receive parental care from non-parent blood relations. Others may be adopted, raised in foster care, or placed in an orphanage. Parenting skills vary, and a parent with good parenting skills may be referred to as a good parent. The English pediatrician and psychoanalyst Donald Winnicott described the concept of "good-enough" parenting in which a minimum of prerequisites for healthy child development are met. Winnicott wrote, "The good-enough mother...starts off with an almost complete adaptation to her infant's needs, and as time proceeds she adapts less and less completely, gradually, according to the infant's growing ability to deal with her failure." Views on the characteristics that make one a good or "good-enough" parent vary from culture to culture. Additionally, research has supported

that parental history both in terms of attachments of varying quality as well as parental psychopathology, particularly in the wake of adverse experiences, can strongly influence parental sensitivity and child outcomes.

A parenting practice is a specific behavior that a parent uses in raising a child. For example, a common parent practice intended to promote academic success is reading books to the child. Storytelling is an important parenting practice for children in many Indigenous American communities.

Parenting practices reflect the cultural understanding of children. Parents in individualistic countries like Germany spend more time engaged in face-to-face interaction with babies and more time talking to the baby about the baby. Parents in more communal cultures, such as West African cultures, spend more time talking to the baby about other people, and more time with the baby facing outwards, so that the baby sees what the mother sees. Children develop skills at different rates as a result of differences in these culturally driven parenting practices. Children in individualistic cultures learn to act independently and to recognize themselves in a mirror test at a younger age than children whose cultures promote communal values. However, these independent children learn self-regulation and cooperation later than children in communal cultures. In practice, this means that a child in an independent culture will happily play by herself, but a child in a communal culture is more likely to follow his mother's instruction to pick up his toys. Children that grow up in communities with a collaborative orientation to social interaction, such as some Indigenous American communities, are also able to self-regulate and become very self-confident, while remaining involved in the community.

Parents around the world want what they believe is best for their children. However, parents in different cultures have different ideas of what is best. For example, parents in a hunter-gatherer society or surviving through subsistence agriculture are likely to promote practical survival skills from a young age. Many such cultures begin teaching babies to use sharp tools, including knives, before their first birthdays. This seen in communities where children have a considerate amount of autonomy at a younger age and are given the opportunity to become skilled in tasks that are sometimes classified as adult work by other cultures. In some Indigenous American communities, child work provides children the opportunity to learn cultural values of collaborative participation and prosaically behavior through observation and participation alongside adults. American parents strongly value intellectual ability, especially in a narrow "book learning" sense. Italian parents value social and emotional abilities and having an even temperament. Spanish parents want their children to be sociable. Swedish parents value security and happiness. Dutch parents value independence, long attention spans, and predictable schedules. The Kipsigis people of Kenya value children who are not only smart, but who employ that intelligence in a responsible and helpful way, which they call Many Indigenous American communities value respect, participation in the community, and non-interference. The practice of

non-interference is an important value in Cherokee culture. It requires that one respects the autonomy of others in the community by not interfering in their decision making by giving unsolicited advice.

Differences in values cause parents to interpret different actions in different ways. Asking questions is seen by many European American parents as a sign that the child is smart. Italian parents, who value social and emotional competence, believe that asking questions is a sign that the child has good interpersonal skills. Dutch parents, who value independence, view asking questions negatively, as a sign that the child is not independent. Indigenous American parents often try to encourage curiosity in their children. Many use a permissive parenting style that enables the child to explore and learn through observation of the world around it.

Younger children are becoming more independent and are beginning to build friendships. They are able to reason and can make their own decisions given hypothetical situations. Young children demand constant attention, but will learn how to deal with boredom and be able to play independently. They also enjoy helping and feeling useful and able. Parents may assist their child by encouraging social interactions and modeling proper social behaviors. A large part of learning in the early years comes from being involved in activities and household duties. Parents who observe their children in play or join with them in child-driven play have the opportunity to glimpse into their children's world, learn to communicate more effectively with their children and are given another setting to offer gentle, nurturing guidance. Parents are also teaching their children health, hygiene, and eating habits through instruction and by example.

Parents are expected to make decisions about their child's education. Parenting styles in this area diverge greatly at this stage with some parents becoming heavily involved in arranging organized activities and early learning programs. Other parents choose to let the child develop with few organized activities.

Children begin to learn responsibility, and consequences of their actions, with parental assistance. Some parents provide a small allowance that increases with age to help teach children the value of money and how to be responsible with it.

Parents who are consistent and fair with their discipline, who openly communicate and offer explanations to their children, and who do not neglect the needs of their children in some way often find they have fewer problems with their children as they mature. During adolescence children are beginning to form their identity and are testing and developing the interpersonal and occupational roles that they will assume as adults. Therefore it is important that parents must treat them as young adults. Although adolescents look to peers and adults outside of the family for guidance and models for how to behave, parents remain influential in their development. A teenager who thinks poorly of him or herself, is not confident, hangs around with gangs, lacks

positive values, follows the crowd, is not doing well in studies, is losing interest in school, has few friends, lacks supervision at home or is not close to key adults like parents and is vulnerable to peer pressure. Parents often feel isolated and alone in parenting adolescents, but they should still make efforts to be aware of their adolescents' activities, provide guidance, direction, and consultation. Adolescence can be a time of high risk for children, where new found freedoms can result in decisions that drastically open up or close off life opportunities. Adolescents tend to increase the amount of time they spend with the opposite gender peers, however, they still maintain the amount of time they spend with the same gender, and they do this by decreasing the amount of time they spend with their parents. Also, peer pressure is not the reason why peers have influence on adolescents, yet it is because they respect, admire and like their peers. Parental issues at this stage of parenting include dealing with "rebellious" teenagers, who didn't know freedom while they were smaller. In order to prevent all these, it is important for the parents to build a trusting relationship with their children. This can be achieved by planning and taking part in fun activities together, keeping promises made to them, spending time with them, not reminding them about their past mistakes and listening to and talking to them. When a trusting relationship is built, adolescents are more likely to approach their parents for help when faced with negative peer pressure. Helping the child build a strong foundation will help them to resist negative peer pressure. It is important for the parents to build up the self-esteem of their child: Praise the child's strengths instead of focusing on their weaknesses (It will help to grow the child's sense of self-worth and self-confidence, so he/she does not feel the need to gain acceptance from his/her peers), acknowledge the child's efforts, do not simply focus on the final result (when they notice that the parent recognizes their efforts, they will keep trying), and lastly, disapprove the behavior, not the child, or they will turn to their peers for acceptance and comfort.

Attachment parenting (AP), a phrase coined by pediatrician William Sears, is a parenting philosophy based on the principles of attachment theory in developmental psychology. According to attachment theory, the child forms a strong emotional bond with caregivers during childhood with lifelong consequences. Sensitive and emotionally available parenting helps the child to form a secure attachment style which fosters a child's socio-emotional development and well-being. Less sensitive and emotionally unavailable parenting or neglect of the child's needs may result in insecure forms of attachment style, which is a risk factor for many mental health problems (e.g. depression, anxiety and eating disorders). In extreme and rare conditions, the child may not form an attachment at all and may suffer from reactive attachment disorder. Principles of attachment parenting aim to increase development of a child's secure attachment and decrease insecure attachment.

When parents are taught to increase their sensitivity to an infant's needs and signals, this increases the development of the child's attachment security. Sears' specific techniques of attachment parenting remain under study. Attachment theory, originally proposed by John Bowlby in 1969, states that the infant has a tendency to seek closeness to another person and feel

secure when that person is present. Bowlby had earlier proposed in his maternal deprivation hypothesis, published in 1951, that maternal deprivation would not only cause depression in children, but also acute conflict and hostility, decreasing their ability to form healthy relationships in adult life. Sigmund Freud proposed that attachment was a consequence of the need to satisfy various drives. According to attachment theory, children attach to parents because they are social beings for whom such relationship is natural and intrinsic, not only because they need other people to satisfy drives.

In the 1970s, James Prescott carried out research into primate child–mother bonding and noted a clear link between disruption of the child–mother bonding process and the emergence of violence and fear-based behavior in the young primates. Unable to conduct the same research on human subjects, he then carried out a number of cross cultural studies of all known first contact observations of Aboriginal Societies. He found he could accurately predict the emergence of violence and hierarchical power in any given society, based on the treatment of mothers and children. Developmental psychologist Mary Ainsworth devised a procedure, called the Strange situation, to observe attachment relationships between a human caregiver and child. She observed disruptions to the parent/child attachment over a 20-minute period, and noted that this affected the child's exploration and behavior toward the caregiver. This operationalization of attachment has recently come under question, as it may not be a valid measure for infants that do not experience distress upon initial encounter with a stranger.

Attachment parenting proponents value secure attachment between children and a primary caregiver, preferably a parent or guardian. Secure primary or secondary attachments may also be formed with other care giving adults and should be supported by the parents.

From the biological point of view, caregiver and infant have evolved a coordinated relationship in which the infant seeks to maintain proximity to the caregiver that responds to its overtures and signals of distress or fear and provides a secure base for exploration. The type of attachment formed by the infant and child is influential in the formation of the internal working model and thus the child's functioning throughout life. The secure attachment, formed when a caregiver is appropriately sensitive to the child's emotional and biological needs, is the norm.

Even when engaging non-parental caregivers, attachment parents strive to maintain healthy, secure attachments with their children. AP-friendly childcare is a continuation of the nurturing care given by the parents and focuses on meeting the child's needs. Attachment parents typically work to make care giving arrangements that are sensitive to the child while balancing their own needs as well.

While in childcare, children may suffer injuries or traumatic experiences, and this may affect their attachment to the parent. An 'attachment injury' may form if an AP is not present for a

traumatic or severely physically painful event in the child's life, or the AP does not partake in the primary attachment recovery process (which takes place immediately after the injury until the child is no longer in pain). Although attachment injuries are hypothesized to increase the likelihood of an insecure and unstable attachment to the parent by proponents of attachment parenting, evidence of the existence of these injuries is scarce. In effect, even researchers that have noted some deleterious consequences of child care note that the most important source of influence on attachment relationships is the caregiver and that child care quality is an important factor to consider.

Child neglect is a form of child maltreatment, a deficit in meeting a child's basic needs including the failure to provide basic physical, health care, supervision, nutrition, emotional, education and/or safe housing needs. Society generally believes there are necessary behaviors a caregiver must provide a child in order for the child to develop physically, socially, and emotionally. Causes of neglect may be from any of several parenting problems include mental health, substance use, domestic violence, unemployment, unplanned pregnancy, single parenting, and poverty.

Child neglect depends on how a child and society perceives the parents' behavior; it is not how the parent believes they are behaving towards their child. Parental failure to provide when options are available is different from failure to provide when options are not available. Poverty is often an issue and leads parents to not being able to provide. The circumstances and intentionality must be examined before defining behavior as neglectful.

Child neglect is the most frequent type of abuse of children, with children that are born to young mothers at a substantial risk for neglect. In 2008, the U.S. state and local child protective services received 3.3 million reports of children being abused or neglected. Seventy-one percent of the children were classified as victims of child neglect ("Child Abuse & Neglect"). Maltreated children/youth were about five times more likely to have a first emergency department presentation for suicide-related behavior compared to their peers, in both boys and girls. Children/youth permanently removed from their parental home because of substantiated child maltreatment are at an increased risk of a first presentation to the emergency department for suicide-related behavior. Neglected children are at risk of developing lifelong social, emotional and health problems, particularly if neglected before the age of two years.

Child neglect (also called psychological abuse) is commonly defined as a failure by a child's caretaker to meet a child's physical, emotional, educational, or medical needs.[8]Forms of child neglect include: Allowing the child to witness violence or severe abuse between parents or adult, ignoring, insulting, or threatening the child with violence, not providing the child with a safe environment and adult emotional support, and showing reckless disregard for the child's well-being. Other definitions of child neglect are:"a form of child abuse caused by the denial of basic

requirements like correct nutrition, care, and love", per "the failure of a person responsible for a child's care and upbringing to safeguard the child's emotional and physical health and general well-being" per Webster's New World Law Dictionary "Acts of omission: failure to provide for a child's basic physical, emotional, or educational needs or to protect a child from harm or potential harm. Harm to a child may or may not be the intended consequence. Failure to provide physical neglect, emotional neglect, medical/dental neglect, educational neglect. The failure to supervise [results in] inadequate supervision, exposure to violent environments." per the "the persistent failure to meet a child's basic physical and/or psychological needs resulting in serious impairment of health and/or development".

The definition of child neglect is broad. There are no specific guidelines that determine when a child is being neglected; therefore, it is up to state government agencies and professional groups to determine what is considered neglect. In general, child neglect is considered the failure of parents or caregivers to meet the needs that are necessary for the mental, physical, and emotional development of a child.

Child neglect is one of the most common forms of child maltreatment, and it continues to be a serious problem for many children. Child neglect tremendously affects the physical development, mental development, and emotional development of a child causing long term consequences, such as poor academic achievement, depression (mood), and character disorders. These consequences also impact society, since it is more likely that children who suffered from child neglect will have drug abuse problems and educational failure when they grow up.

Effects of child neglect can differ depending on the individual and how much treatment is provided, but generally speaking child neglect that occurs in the first two years of a child's life may be more of an important precursor of childhood aggression compared to later neglect, which may not have as strong a correlation. Children who suffer from neglect most often also have attachment difficulties, cognitive deficits, emotional/behavioral problems, and physical consequences as a result of neglect. Early neglect has the potential to modify the body's stress response, specifically cortisol levels (stress hormones) which can cause abnormalities and alter the body's overall health. Research has shown that there is a relationship between neglect and disturbed patterns of infant-caretaker attachment. If parents lack sensitivity to their baby's needs, the baby may develop insecure-anxious attachment. The neglectful behavior the child experiences will contribute to their attachment difficulties and formation of relationships in the future, or lack thereof. In addition to biological and social effects, neglect affects intellectual ability and cognitive/academic deficits. Also, children who suffer from child neglect may also suffer from anxiety or impulse-control disorders. Another result of child neglect is what people call "failure to thrive". Infants who have deficits in growth and abnormal behaviors such as withdrawal, apathy and excessive sleep are failing to thrive, rather than developing to become "healthy" individuals.

A study by Robert Wilson, a professor at Rush University Medical Center in Chicago, and his colleagues, showed for the first time that children under the age of 18 when they were moderately neglected in some manner by their caregivers had a 3 times likely risk of stroke over those with moderately low levels, after controlling for some common risk factors (they interviewed 1,040 participants ages 55 or older; after 3 1/2 years, 257 of them died and 192 were autopsied, with 89 having stroke evidence upon autopsy and another 40 had a history of it). Neglect, bullying, and abuse have previously been linked to changes in the brain's grey matter and white matter and to accelerated aging. For further information, please see the link to the online news story article on the study, from the NBCNews.com Health VITALS blog, by unnamed Live Science staff. The causes of child neglect are complex and can be attributed to three different levels: an intrapersonal, an inter-personal/family, and a social/ecological level. Although the causes of neglect are varied, studies suggest that, amongst other things, parental mental health problems, substance use domestic violence, unemployment, and poverty] are factors which increase the likelihood of neglect. Children that result from unintended pregnancies are more likely to suffer from abuse and neglect. They are also more likely to live in poverty. Neglectful families often experience a variety or a combination of adverse factors.

Intra-persona at the intra-personal level, the discussion around neglectful parents' characteristics often focuses on mothers, reflecting traditional notions of women as primary caregivers for children. "Neglectful attributes" have included an inability to plan, lack of confidence about the future, difficulty with managing money, emotional immaturity, lack of knowledge of children's needs, a large number of children, being a teenage mother, high levels of stress and poor socioeconomic circumstances. Mental health problems, particularly depression, have been linked with a parent's inability to meet a child's needs. Likewise, substance misuse is believed to play a crucial role in undermining a parent's ability to cope with parental responsibilities. While the literature largely focuses on mothers, the role of fathers in neglect as well as the impact of their absence remains largely unexplored. There is still little known about whether mothers and fathers neglect differently and how this affects children. Similarly, not much is known about whether girls and boys experience neglect differently.

Inter-personal/Family At the inter-personal/family level, a significant number of neglectful families are headed by a lone mother or have a transient male. Unstable and abusive relationships have also been mentioned as increasing the risk of child neglect. The impact of living with domestic violence on children frequently includes either direct violence or forced witnessing of abuse, which is potentially very damaging to children. While the UK Department of Health connects children's exposure to domestic violence to parents' failure to protect them from emotional harm the notion of "failure to protect" has been challenged as it focuses primarily on the responsibility of the abused parent, usually the mother, who is often herself at significant risk. A recent reform to the Domestic Violence, Crime and Victims Act (2004) has introduced a

new offence of causing or allowing the death of a child or vulnerable adult, thus reinforcing the notion of "failure to protect". Research on domestic violence, however, has consistently shown that supporting the non-abusive parent is good child protection. There is some indication of the cyclical and inter-generational nature of neglect. A study on childhood abuse and later sensitivity to a child's emotions showed that mothers with a self-reported history of physical abuse had higher indications of insensitivity and lack of attunement to infants' emotional cues than mothers with no history of abuse. Although the literature suggests that neglectful parents may have been affected adversely by their own past experiences, more research is needed to explore the link between past experiences of maltreatment and neglectful parenting behaviors. Alcohol and drug abuse in caregivers are important risk-factors for recurrent child maltreatment after accounting for other known risk factors; the increased risk appears to be similar between alcohol and drug abuse.

CHAPTER 2: REVIEW OF LITERATURE

Aunola.k, 2005: This study investigated the combination of mothers' and fathers' parenting styles (affection, behavioral control, and psychological control) that would be most influential in predicting their children's internal and external problem behaviors. From kindergarten to the second grade to measure their problem behaviors. The high level of psychological control exercised by mothers combined with high affection predicted increases in the levels of both internal and external problem behaviors among children. Behavioral control exercised by mothers decreased children's external problem behavior but only when combined with a low level of psychological control.

Nathan.A, 2009: Behavioral inhibition is characterized by a pattern of extreme social reticence, risk for internalizing behavior problems, and possible protection against externalizing behavior problems. Parenting style may also contribute to these associations between BI and behavior problems BP. Authoritative parenting was associated with less of an increase in internalizing behavior problems over time and greater authoritarian parenting was associated with a steeper decline in externalizing problems. the importance of considering child and environmental factors in longitudinal patterns of BP across childhood and adolescence.

Rhee.k, 2008: the relationship between parent behaviors, parenting style, and how a family functions with respect to the development of childhood overweight. Parents can influence a child's weight through specific feeding and activity practices and perhaps more broadly through their parenting style and management of family functioning. the pervasive influence of parents around the development of dietary habits, and suggests that additional efforts to examine the interaction between specific feeding behaviors and parenting style/family functioning should be promoted to better inform the development of interventions that may help stem the growing prevalence of obesity among our children

Carrano.J, 2006: The father-child relationship and father's parenting style are examined as predictors of first delinquency and substance use among adolescents in intact families. Discrete time logistic regressions indicate that a more positive father-child relationship predicts a reduced risk of engagement in multiple first risky behaviors. Having a father with an authoritarian parenting style is associated with an increased risk of engaging in delinquent activity and substance use. Two-way interaction models further indicate that the negative effect of authoritarian parenting is reduced when fathers have a positive relationship with their adolescent. Permissive parenting also predicts less risky behavior when the father-child relationship is positive. The positive influence of the father-child relationship on risk behaviors is stronger for male than for female adolescents

Terry.J, 2004: studies have examined the connection between delinquent behavior and parenting styles in children and adolescents to determine if there is an ongoing relationship between these variables in the college population. This study includes students and examined the relationship between parenting styles; families studied were authoritative, authoritarian, indulgent, and uninvolved. It was predicted that authoritarian parenting practices would be highly correlated with delinquent behavior, particularly for students with a difficult temperament and low family cohesion.

Nurmi.J, 2005: This study investigated the combination of mothers' and fathers' parenting styles (affection, behavioral control, and psychological control) that would be most influential in predicting their children's internal and external problem behaviors. Mothers and fathers filled in a questionnaire measuring their parenting styles once every year. a high level of psychological control exercised by mothers combined with high affection predicted increases in the levels of both internal and external problem behaviors among children.

Cherl.B, 2004: The purpose of this study is to examine the association between inter parental conflict and parenting using meta-analytic review techniques. One-hundred and thirty-eight effect sizes are analyzed. The overall average weighted effect size is indicating a moderate association and support for the spillover hypothesis. The parenting behaviors most impacted by inter parental conflict are harsh discipline and parental acceptance. Several moderating effects for subject and method characteristics are significant.

Kremers.J, 2003: The present study aimed to explore the possible environmental influence of general parenting style on adolescent food choice patterns. Using self-administration on parenting style, fruit intake behaviour and fruit-specific cognitions. Consistent and theoretically predictable differences were found between adolescents who described their parents as authoritative, authoritarian, indulgent or neglectful. Fruit consumption and fruit-specific cognitions were most favourable among adolescents who were being raised with an authoritative parenting style. Children of parents with indulgent parenting styles consumed more fruit than adolescents from authoritarian or neglectful homes.

Aunola.k, 2005: The aim of the study was to investigate the extent to which adolescents' achievement strategies are associated with the parenting styles they experience in their families. the parenting styles, four types of families were identified: those with Authoritative, Authoritarian, Permissive, and Neglectful parenting styles. It shows that adolescents from authoritative families applied most adaptive achievement strategies characterized by low levels of failure expectations, task-irrelevant behaviour and passivity, and the use of self-enhancing attributions. Adolescents from neglectful families, in turn, applied maladaptive strategies characterized by high levels of task-irrelevant behaviour, passivity and a lack of self-enhancing

attributions. Understanding some of the processes by which parenting styles may influence adolescents' academic achievement and performance.

Wood.J,2007: The role of parenting in the development and maintenance of child anxiety. the role parenting plays in childhood anxiety. Across these studies, parenting accounted for the variance in child anxiety. In parental control was more strongly associated with child anxiety than was parental rejection. Specific sub dimensions within parental rejection and control differed in their association with child indicating that efforts to disaggregate parenting dimensions may inform theory development and future research the modest association between parenting and child anxiety suggests that understanding the origins of children's anxiety will require identifying factors other than parenting that account for the bulk of the variance.

Cathryn.L, 2006: This examines in relation to attachment security, parenting style, setting conditions, and social and emotional adjustment. Children participated in videotaped interaction sessions with their mothers and with unfamiliar peers. After removing the variance due to the relationship between child behavior, a comparison of mother-child relationship predictors indicated that attachment security was the strongest predictor of internalizing problems and social engagement/acceptance, while maternal style was the strongest predictor of externalizing difficulties. both aspects of the mother-child relationship.

Belsky.J ,2006: In order to explore the role that transient mood and daily hassles might play in mediating the impact of enduring personality on parenting, naturalistic home observations of mothering and fathering were conducted and to self-reports of transient mood (positive and negative) and daily hassles obtained prior to each observation of family interaction there was little support for affect-specific linkages between personality, mood/hassles, and parenting. some evidence of mediation by transient mood and daily hassles emerged, more consistently for mothers than fathers, though more strongly for fathers than mothers. There are discussed in terms of the primacy of the role of parenting for men and women.

Cynthia.K, 2012: This study examined the effects of parent–adolescent relationships on school performance to provide a clearer understanding of why authoritative parenting does not have as beneficial effects for Asian Americans as it does for European Americans. Families from seven different high schools completed measures of (1) parenting style, (2) parent–adolescent closeness. Positive effects of both authoritative parenting and relationship closeness on school performance were found for European Americans and, to some extent. Through examination of the mediating role of parent–adolescent relationships, this study also found that among European American families, the beneficial effects of authoritative parenting are explained through relationship closeness.

Nina.S, 2002: This study shows the Significant differences in adolescents' perceptions of parental management of peers occurred across 4 parenting style groups. Structural equation modeling was used to examine the relation among 5 aspects of parental management of peers and adolescents' Time 1 drug use, friends', and adolescents' drug use. The parental management styles of monitoring, guiding, prohibiting, and supporting all had significant paths in the model, whereas neutrality was not significant. Multiple group comparisons were used to examine whether parenting style moderates the relation between parental management of peers and the drug use outcomes. Parenting style functioned as a moderator the paths in the model.

Ronald.J, 2005: This review examines the potential roles of parental self-efficacy in parent and child adjustment and the role of parental cognitions in understanding behaviors and emotions within families. Parental competence and psychological functioning, as well as child behaviors, socio-emotional adjustment, school achievement, and maltreatment. Parental competence, and more modest linkage to parental psychological functioning. Child adjustment directly but also indirectly via parenting practices and behaviors. Although the role of PSE likely varies across parents, children, and cultural-contextual factors, its influence cannot be overlooked as a possible predictor of parental competence and child functioning.

David.S, 2003: This study presents a model of harsh parenting that has an indirect effect, as well as a direct effect, on child aggression in the school environment through the mediating process of child emotion regulation, the model showed adequate goodness of fit. Also investigated were interaction effects between parents' and children's gender. Mothers' harsh parenting affected child emotion regulation more strongly than fathers', whereas harsh parenting emanating from fathers had a stronger effect on child aggression. Fathers' harsh parenting also affected sons more than daughters, whereas there was no gender differential effect with mothers' harsh parenting. With an emphasis on negative emotionality as a potentially common cause of family.

Thompson.E,2002: The merits of parents using corporal punishment to discipline children have been argued for decades, a thorough understanding of whether and how corporal punishment affects children has not been reached, the association between parental corporal punishment and child behaviors and experiences. Parental corporal punishment was associated with all child constructs, including higher levels of immediate compliance and aggression and lower levels of moral internalization and mental health. it presents a process-context model to explain how parental corporal punishment might cause particular child outcomes and considers alternative explanations.

Bradeley.R, 2005: Among the 4 parenting styles, authoritarian parenting was associated with the highest risk of overweight among young children. Understanding the mechanisms through which parenting styles are associated with overweight risk may lead to the development of more-comprehensive and better-targeted interventions. Children of permissive and neglectful. Mothers

were twice as likely to be overweight, compared with children of authoritative mothers. Of the covariates, only income/needs ratio was significant and did not alter the relationship between parenting style and overweight risk.

Kremers.S,2006:The purpose of this study was to investigate whether perceived parenting practices and parenting style dimensions are associated with adolescents' consumption of sugar-sweetened beverages on their consumption of sugar-sweetened beverages, attitude, social influences, self-efficacy, habit strength, food-related parenting practices and the general parenting style dimensions of 'strictness' and 'involvement'. Interactions between perceived parenting style and parenting practices showed that the association between parenting practices and sugar-sweetened beverage consumption was stronger among adolescents who perceived their parents as being moderately strict and highly involved. Parents influence their children's sugar-sweetened beverage consumption and should therefore be involved in interventions aimed at changing dietary behaviors. Interventions aimed at the promotion of healthy.

CHAPTER 3: METHODOLOGY

Aim

To measure one's parenting style on the behavior of an individual.

Objective

- To study the impact of Parental style on the behavior of children.
- To study the role of parenting style on the behavior of individual on eight dichotomous.
- To study the attitude, values within children on males and females separately.

Hypotheses

- There will be parenting who have higher parent child relationship who may have parental warmth , sensitivity and effective child behavior
- There will be parents who have an important role to play in the quality of this relationship parents desire to have intimate relationship with their children. Females will experience safe, satisfied parenting as a whole.
- There will be parenting that will be responsible in high demanding and successful, protective upbringing.

Locale of Study

The data was collected from different places of Delhi residential area and from some of the schools from Delhi/NCR.

Sample

Samples will be collected from different area in Delhi/NCR

Total sample will be of 80, (40 females), (40 from males).

Females	Males	Total
40	40	80

Description of Tools

It is proposed to use the following standardized tests / tools for the collection of data

Psychological Tests

Parental Scale by R. L. Bharadwaj

Psychological tools	Developed by	Year	No. of items
PARENTAL SCALE	R.L BHARADWAJ	2001	40

This scale has been administered by R.L Bharadwaj, experts have been worked on different modes of parenting on an adequate basis. This scale shows that eight modes of parenting on effective assessment of parent- child relationship. The scale includes eight dichotomous as follows:

- Rejection v/s acceptance
- Carelessness v/s protection
- Neglect v/s indulgence
- Utopian expectations v/s realism
- Lenient standards v/s moralism
- Freedom v/s discipline
- Faulty role expectations v/s realistic role expectation
- Marital conflict v/s marital adjustment

CHAPTER 4: RESULTS AND DISCUSSION

The present research work entitled “role of parenting style on the behavior of an individual” was conducted and to find out the result, the following statistical analysis were carried out:

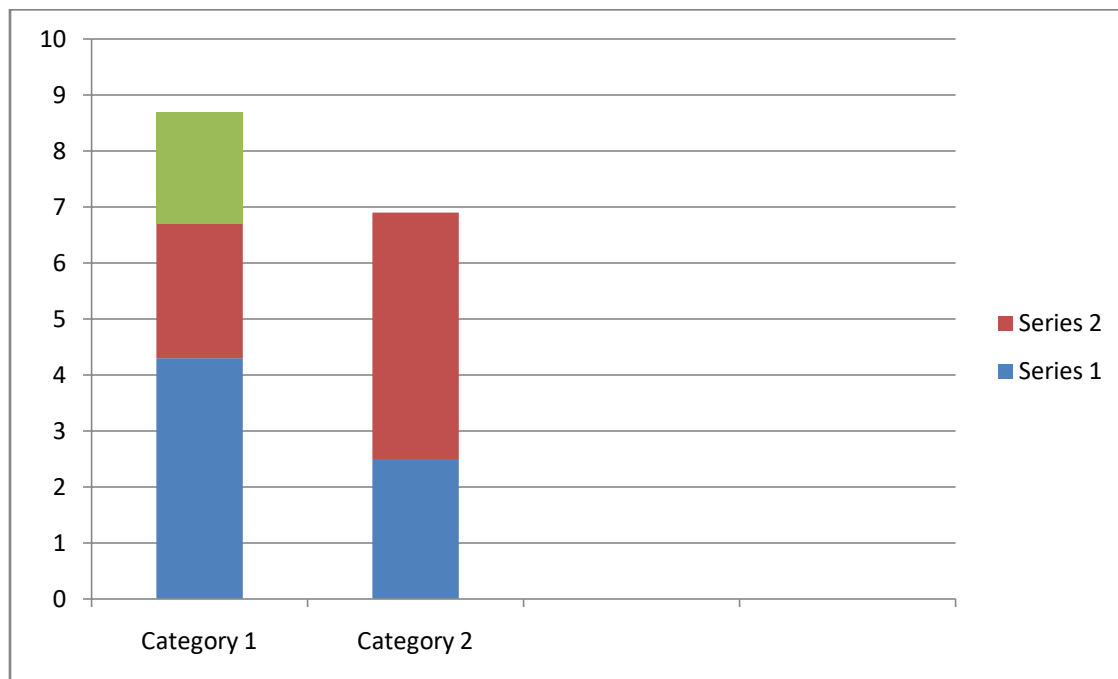
Table: 1 - Comparison of Parenting as a whole between Males and Females

	MALES	FEMALES
PARENTING SCORE	25100	26408

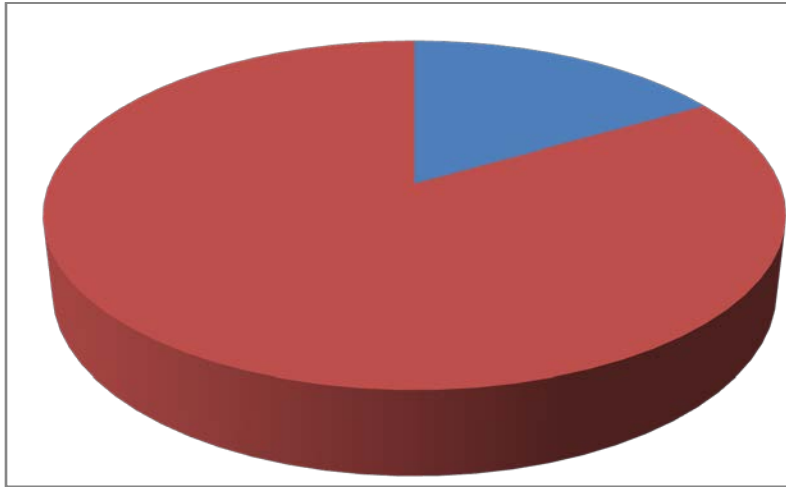
Table 1 shows comparisons of parenting as a whole among males and females as per calculations the parenting score of the whole is not significant. Indicating there is significant difference in males and females measured domains of parenting; also there is significant difference in their sum of total measured domain of parenting between males and females.

Graph – 1: Physical Dimension Of Parenting On Males And Females

The above Graph shows that males and females obtained mean values of high and low graphs which indicate females have high parenting as comparison to males, males indicate as low parenting.



Pie Chart - 1: Parenting On Males And Females



The above pie chart shows that females receive high mode of parenting as comparison to males the less part of the area shows that males have low parenting as it reflects in their behavior.

DISCUSSION

This research is conducted to study the role of parenting style on the behavior of an individual. The sample size comprised of 80 individuals (40 males and 40 females). The tool used was Parenting Scale by R. L. Bharadwaj.

Parenting style reflects separately as a role of mothering and fathering on the behavior of an individual which is shown in this analysis. Parenting is reflected upon children behavioral issues on various dimensions. In this study it was found that maternal rejection as in comparison to emotional competence was found in this study. Children accepted mothering and not shown rejection though.

From table 1 which compares the parenting as a whole between males and females as a whole that is 25100 as a whole score of males and 26408 as a whole score of females these scores shows that parenting in females is quit high as comparatively to males . The further calculations have been done accordingly with stem scores and their interpretations.

Parenting reflects directly upon child's behavior which will have a beneficial and determinable effect, which child learns to perceive, think, feel, and act in their behavior. Father and mother both invest in child's socialize behavior through their parenting roles. It was found that when there are good relations with parents the social adjustment, emotional adjustment and self esteem level of children is good.

Loving parenting shows better results in individual behavior which includes child as at the state of peace, good health, mental well-being, and satisfied with other needs of life.

Also, the pie chart implies that greater are of females parenting are found to be more trusting, rewarding, loving, and show more tolerance towards their children than the parents of male. There will be parenting who have higher parent child relationship who may have parental warmth, sensitivity and effective child behavior management .There will be parents who have an important role to play in the quality of this relationship.

There are parents who have successful protective upbringing. According to eight dichotomous scale, rejection in male's parents shows an interpersonal relationship as the child faces criticism, punishment, by parenting. Whereas parental acceptance shows an attitude of love in females which demonstrates that females receive emotional warmth from their parents.

Carelessness dimension manifests eight her/both the parents do not pay adequate heed towards child's activities, thus giving an impression of unwantedness by careless behavior. A sense of protection in the child makes him better and more confident. It gives them strength and psychological support. Which is been showed more in females.

Neglecting the child by the parent's even needed again injurious to their psychological health. Indulgence of parents with the child develops certain whims and psychological inconsistencies in the latter.

A utopian dimension expecting as a high quality of performance from child against their capabilities. Parents sometimes do not consider child's limitations and abilities but force them to achieve certain means which are from their life ambitions. Children from utopian expectations are not fulfilled and will signify up to objective realities.

Lenient standard as a negative dimension and moralism as a positive dimension. Whereas on the other side moralism as a socio-cultural refers to the duties of life. Many of the parents may develop an attitude of condemnation to the child mind.

Freedom is the absence of restraints over the matters that may pertain to. Whereas discipline is a strong part of parents that give liberty which he/ she wishes to obtain at every stage in life.

Faulty role expectation parenting child always remain in confused and at embarrassed state because of the unpredictable expectation of their parents. On the other hand the realistic role and expectation from the parents. Parents are an example for their children's behavior which will be thoughtful, consistent and predictable.

CHAPTER 5: SUMMARY AND CONCLUSION

Parental behavior obtained by no of females showed that they have receive the level of acceptance , protection, indulgence, realism, moralism, discipline, realistic role expectation, and also the last component of the scale that is they have adjusted upon marital adjustment between their parents.

On the other hand, parental behavior obtained by no of males showed that they have received the level of rejection, carelessness, neglect, utopian expectation, lenient standards, freedom, faulty role expectation, and marital conflict.

The aim of the study is to evaluate the role of parenting style on the behavior of an individual. Using the tool of parenting scale provides a clear view on the quality of parenting is being provided to the number of males and females and how it effects on individual's behavior.

Objective

To measure perceptions of the individual's feeling as to how one is brought up by parents on eight dichotomous modes of parenting.

To analyze how the different parental style effect the individual's behavior

Hypothesis

- There will be parenting who have higher parent child relationship who may have parental warmth , sensitivity and effective child behavior
- There will be parents who have an important role to play in the quality of this relationship parents desire to have intimate relationship with their children. Females will experience safe, satisfied parenting as a whole.
- There will be parenting that will be responsible in high demanding and successful, protective upbringing.

Tool

Parenting scale by R.L BHARADWAJ, 2001

Findings

The study conducted reveals that there is a significant difference in parenting between males and females through eight dichotomous modes of parenting. It has also reveals the measure of perceptions of the individual or one's own feeling as to how he/she is brought up by his /her parents.

Further Suggestions

- It could be done as a qualitative study (observations and interviews)
- The research can be done by making comparison between the mothering and fathering parenting separately.
- Other dimensions can be added and used for understanding.

Practical Implications

The present study examines the role of parenting style on the behavior of an individual. It was found that there is a significant difference in parenting between males and females through eight dichotomous modes of parenting. It has also reveals the measure of perceptions of the individual or one's own feeling as to how he/she is brought up by his /her parents.

Something can be done to improve the conditions:

- communicate honestly about events or discussions that have happened, also that parents explain clearly to children what happened and how they were involved if they were
- stay consistent, children need structure, parents that have normal routines benefits children incredibly;
- utilize resources available to them, reaching out into the community;
- taking more interest in their child's educational needs and early development; an
- Keeping open communication and staying educated on what their child is learning and doing and how it is affecting them.

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APPENDICES

APPENDIX I

Dr. R.L. Bhardwaj
D.S. College, Aligarh.

Dr. Harish Sharma
Agra.

Dr. Amita Garg

P Scale

Give the following information about yourself :

Sex Age Caste
Religion Education Rural/Urban
Monthly Income No. of family Members Place

Instruction :

1. There are some statements in the booklet. Please give answer to all the questions keeping in mind the behaviour of your mother and father.
2. Each statement has five options. Out of these five, tick only one that shall be correct in your case.
3. The answer to the first 35 statements must be responded separately with a view to your relation with your mother and your father. But the concluding five statements will have only one answer which is to be given keeping in mind the relations between the mother and the father.
4. There are two separate brackets in front of each option. The first bracket is for the mother and second for the father. You are to answer with a tick (✓) in the respective bracket for the mother and the father separately.
5. Answer all the statements except the concluding five, putting a tick (✓) first for the mother and then for the father.
6. Each and every statement is highly important for the researcher. Your answers shall be kept absolutely confidential. Kindly answer each question with honesty and sincerity.

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'Bal Niwas', Taj Basai, Agra - 282 001 (U.P.) India

		Mother	Father
1. Does your mother/father	not like your thoughts at all.	()	()
	not like your thoughts.	()	()
	uncertain.	()	()
	like your thoughts.	()	()
	like your thoughts very much.	()	()
2. Lest you should get injured while playing, that thought make your mother/father	not worried at all.	()	()
	not worried.	()	()
	uncertain.	()	()
	do not let you play.	()	()
	do not let you play at all.	()	()
3. Does your mother/father	quite turn down your little innocent requests.	()	()
	turn down your little innocent requests.	()	()
	uncertain.	()	()
	allow your little innocent requests.	()	()
	always allow your little innocent requests.	()	()
4. Does your hard work make your mother/father	highly satisfied.	()	()
	satisfied.	()	()
	uncertain.	()	()
	not satisfied.	()	()
	not satisfied at all.	()	()
5. Does your mother/father	mostly tell you sensational stories.	()	()
	tell you sensational stories.	()	()
	uncertain.	()	()
	tell you didactic short stories.	()	()
	always tell you didactic short stories.	()	()
6. Does your mother/father	not mind at all what friends you make.	()	()
	not mind what friends you make.	()	()
	uncertain.	()	()
	want you to have good friends.	()	()
	always want you to have good friends.	()	()
7. Does any trifling or grave problems make your mother/father	highly worried.	()	()
	worried.	()	()
	uncertain.	()	()
	not worried.	()	()
	not worried at all.	()	()

- | | | | |
|---|--|-----|-----|
| 8. Does your mother/father | always criticise you. | () | () |
| | criticise you. | () | () |
| | uncertain. | () | () |
| | appreciate you. | () | () |
| | always appreciate you. | () | () |
| 9. When you are ill, does your mother/father pay | no attention at all. | () | () |
| | no attention. | () | () |
| | uncertain. | () | () |
| | is worried. | () | () |
| | is highly worried. | () | () |
| 10. When in adverse situation, does your mother/father | not listen to you at all. | () | () |
| | not listen to you. | () | () |
| | uncertain. | () | () |
| | accept your suggestions. | () | () |
| | always accept your suggestions. | () | () |
| 11. To improve the good work done by you, does your mother/father | not exert any pressure on you at all. | () | () |
| | not exert any pressure on you. | () | () |
| | uncertain. | () | () |
| | exert pressure on you. | () | () |
| | always exert pressure on you. | () | () |
| 12. Seeing in your possession any thing of some one else, does your mother/father | not say any thing to you at all. | () | () |
| | not say any thing to you. | () | () |
| | uncertain. | () | () |
| | make you return it. | () | () |
| | always make you return it. | () | () |
| 13. Before doing any work, have you to seek from your mother/father | no permission at all. | () | () |
| | no permission. | () | () |
| | uncertain. | () | () |
| | their permission. | () | () |
| | always their permission. | () | () |
| 14. On small trifles, does your mother/father | not keep their behaviour under control at all. | () | () |
| | not keep their behaviour under control. | () | () |
| | uncertain. | () | () |
| | keep their behaviour under control. | () | () |
| | always keep their behaviour under control. | () | () |

15. Does your mother/father consider you	a heavy burden on the family.	()	()
	a burden on the family.	()	()
	uncertain.	()	()
	lucky for the family.	()	()
	very lucky for the family.	()	()
16. Does your mother/father keep on you	no watch at all.	()	()
	no watch.	()	()
	uncertain.	()	()
	a watch.	()	()
	a watch all the time.	()	()
17. In solving your problems does your mother/father	pay no attention at all.	()	()
	pay no attention.	()	()
	uncertain.	()	()
	help you.	()	()
	help you always.	()	()
18. Does your mother/father consider your efforts for your success	very important.	()	()
	important.	()	()
	uncertain.	()	()
	not important.	()	()
	not important at all.	()	()
19. Does your mother/father	not inspire you for an ideal behaviour at all.	()	()
	not inspire you for an ideal behaviour.	()	()
	uncertain.	()	()
	inspire you for an ideal behaviour.	()	()
	always inspire you for an ideal behaviour.	()	()
20. Does your mother/father	not check you at all.	()	()
	not check you.	()	()
	uncertain.	()	()
	keep you under discipline.	()	()
	always keep you under discipline.	()	()
21. Does your mother/father	always lose heart.	()	()
	lose heart.	()	()
	uncertain.	()	()
	not lose heart.	()	()
	not lose heart at all.	()	()

- | | | | |
|--|--|-----|-----|
| 22. Is your mother/father always | very angry with you. | () | () |
| | angry with you. | () | () |
| | uncertain. | () | () |
| | pleased with you. | () | () |
| | very much pleased with you. | () | () |
| 23. When you are doing some adventurous works, does your mother/father | pay no attention to it at all. | () | () |
| | pay no attention to it. | () | () |
| | uncertain. | () | () |
| | not let you do it. | () | () |
| | not let you do it at all. | () | () |
| 24. Does your mother/father | not concede to your proper or improper obstinacies at all. | () | () |
| | not concede to your proper or improper obstinacies. | () | () |
| | uncertain. | () | () |
| | fulfill your proper or improper obstinacies. | () | () |
| | always fulfill your proper or improper obstinacies. | () | () |
| 25. Does your mother/father | appreciate your efforts very much. | () | () |
| | appreciate your efforts. | () | () |
| | uncertain. | () | () |
| | find fault with your efforts. | () | () |
| | find many faults with your efforts. | () | () |
| 26. Does your mother/father | not suggest you to read a good book at all. | () | () |
| | not suggest you to read a good book. | () | () |
| | uncertain. | () | () |
| | inspire you to read a good book. | () | () |
| | always inspire you to read a good book. | () | () |
| 27. Does your mother/father | not ask the account of your pocket money at all. | () | () |
| | not ask the account of your pocket money. | () | () |
| | uncertain. | () | () |
| | ask the account of your pocket money. | () | () |
| | always ask the account of your pocket money. | () | () |

28. Does your mother/father always make use of abusive and vulgar language. () ()
 use abusive and vulgar language. () ()
 uncertain. () ()
 not use abusive and vulgar language () ()
 not use abusive and vulgar language at all. () ()
29. Does your mother/father not love you at all. () ()
 not love you. () ()
 uncertain. () ()
 love you. () ()
 love you very much. () ()
30. Does your mother/father not care for you at all. () ()
 not care for you. () ()
 uncertain. () ()
 care for you. () ()
 care for you very much. () ()
31. Is your mother/father not conscious to keep you happy at all. () ()
 not conscious to keep you happy. () ()
 uncertain. () ()
 care to keep you happy. () ()
 care very much to keep you happy. () ()
32. Does your mother/father not blames you for your failures at all. () ()
 not blames you for your failures. () ()
 uncertain. () ()
 blame you for your failures. () ()
 blame you very much for your failures. () ()
33. Does your mother/father not advise you to see good films at all. () ()
 not advise you to see good films. () ()
 uncertain. () ()
 advise you to see good films. () ()
 always advise you to see good films. () ()
34. Does your mother/father not ask you about your outing at all. () ()
 not ask you about your outing. () ()
 uncertain. () ()
 ask you about your outing. () ()
 always ask you about your outing. () ()

7

- | | | |
|---|------------------|---------|
| 35. Does the behaviour of your mother/father give you | many problems. | () () |
| | problems. | () () |
| | uncertain. | () () |
| | happiness. | () () |
| | great happiness. | () () |

**ANSWER THE FOLLOWING QUESTIONS ONCE ONLY KEEPING IN MIND
THE RELATIONS BETWEEN YOUR MOTHER AND FATHER**

- | | | |
|--|--|-----|
| 36. Are your mother/father | very annoyed with each other. | () |
| | annoyed with each other. | () |
| | uncertain. | () |
| | pleased with each other. | () |
| | highly pleased with each other. | () |
| 37. On different problems, do your mother and father | not agree at all. | () |
| | not agree. | () |
| | uncertain. | () |
| | agree. | () |
| | always agree. | () |
| 38. Do your mother and father have | very much difference of opinion. | () |
| | much difference of opinion. | () |
| | uncertain. | () |
| | no difference of opinion. | () |
| | no difference of opinion at all. | () |
| 39. Do your mother and father | always find fault with each other. | () |
| | find fault with each other. | () |
| | uncertain. | () |
| | not find fault with each other. | () |
| | not find fault with each other at all. | () |
| 40. For their mutual falling out, do your parents | always blame you. | () |
| | blame you. | () |
| | uncertain. | () |
| | not blame you. | () |
| | not blame you at all. | () |

Thanking you.

APPENDIX II
SCORING SHEET OF MALES

Males	Parenting Score	Sten Value	Interpretation	Conclusion
				Parenting Low in
1	759	6	Averagely High	Males
2	540	3	Very Low	
3	500	2	Very Low	
4	739	6	Averagely High	
5	495	2	Very Low	
6	546	3	Very Low	
7	558	3	Very Low	
8	597	4	Low	
9	773	7	High	
10	625	4	Low	
11	684	5	Average	
12	617	4	Low	
13	577	4	Low	
14	680	5	Average	
15	554	3	Very Low	
16	672	5	Average	
17	616	4	Low	
18	616	4	Low	
19	627	4	Low	
20	627	4	Low	
21	610	4	Low	
22	535	3	Very Low	
23	532	3	Very Low	
24	583	4	Low	
25	497	4	Low	
26	476	2	Very Low	
27	739	6	Averagely High	
28	844	8	High	
29	758	6	Averagely High	
30	796	6	Averagely High	
31	754	5	Average	
32	786	7	High	
33	465	2	Very Low	
34	412	1	Very Low	
35	464	2	Very Low	

Role of Parenting Style on the Behaviour of an Individual

36	699	6	Averagely High
37	771	7	High
38	630	4	Low
39	622	4	Low
40	725	6	Averagely High

APPENDIX III
SCORING SHEET OF FEMALES

Females	Parenting Score	Sten Value	Interpretation	Conclusion
				Parenting High In Females
1	552	3	Low	
2	448	2	Low	
3	544	3	Low	
4	702	6	High	
5	690	5	Av	
6	834	8	High	
7	599	4	Low	
8	727	6	High	
9	809	7	High	
10	754	7	High	
11	776	7	High	
12	756	6	High	
13	780	7	High	
14	788	7	High	
15	781	7	High	
16	803	7	High	
17	727	6	High	
18	496	2	Low	
19	533	3	Low	
20	555	3	Low	
21	601	4	Low	
22	705	6	High	
23	795	7	High	
24	615	4	Low	
25	647	5	Av	
26	589	4	Low	
27	641	5	Av	
28	631	4	Low	
29	633	4	Low	
30	751	6	High	
31	638	5	Av	
32	516	3	Low	
33	504	3	Low	
34	590	4	Low	
35	622	4	Low	

Role of Parenting Style on the Behaviour of an Individual

36	540	3	Low
37	495	2	Low
38	700	6	High
39	691	5	Av
40	850	8	High
	26408	198	



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